

## **Appendix C**

### **Accessibility and Accommodations Guidance**

## **Introduction**

Federal and state laws require that all students including students with disabilities and students with limited English proficiency participate in statewide assessments in order to hold schools accountable for the academic performance of students. Teachers provide instruction for all students to work toward grade-level content standards by using a variety of instructional strategies based on the needs of the students. Students with disabilities and students with limited English proficiency are provided accommodations during classroom instruction and assessments to help level the playing field and promote equal access to grade-level curriculum.

In April of 2014, the Indiana State Board of Education approved college- and career-ready Indiana Academic Standards for English/Language Arts and Mathematics. These standards, in addition to Indiana Academic Standards for Science and Social Studies, clearly outline what students should know and be able to do for each content and grade level. By applying principles of universal design and leveraging technology with built-in accessibility tools and accommodations, Indiana will provide more opportunities for all students to demonstrate their knowledge, skills and abilities. The Accommodations Guidance has been renamed the Accessibility and Accommodations Guidance as it includes information about the built-in accessibility tools available to all students, as well as the allowable accommodations for students with disabilities and students with limited English proficiency.

## **Universal Design for Learning (UDL)**

The No Child Left Behind Act of 2001 (NCLB) requires that assessments are accessible and provide all students with the opportunity to demonstrate what they know and are able to do. The reauthorization of the Individuals with Disabilities Education Improvement Act in 2004 (or IDEA '04) required states to incorporate the principles of universal design for learning (UDL) in the development of test questions and administration of tests for accountability purposes under NCLB.

Universal design for learning (UDL) refers to the creation of assessments that allow greater access for all users. The effect of race, gender, disability, or language barriers on test results is greatly reduced through the incorporation of UDL principles during the construction of the test. When instituted appropriately, there are fewer requests for accommodations as the items are more accessible for all students. An assessment that is designed with the concept of UDL as its framework permits valid inferences about the performance of students with diverse characteristics and is inherently more equitable for all users. This concept has been applied to the assessments used by the Indiana Department of Education (IDOE) as part of the requirements of NCLB and IDEA 2008. As assessments move towards more consistent online administration, accommodations and universal design considerations may change.

## **Instructional Practices and Assessment Resources for All Students**

Assessment-related resources will be available to ensure all students have an opportunity to become familiar with the type of assessment items and the built-in tools.

- In Fall 2015, the IDOE will share sample applied skills items for classroom use. These sample items and their accompanying rubrics will provide an opportunity for teachers and students to interact with more rigorous open-ended items.

- In Fall 2015, the IDOE will make available a set of technology-enhanced items also for classroom use via the web with online tools. These “Experience Online,” testing tools will enable students to engage with each of the technology-enhanced item types that will be part of the 2015-16 ISTEP+ and ISTAR assessments. Students will become familiar with the testing environment and accommodations.

## Allowable Resources and Strategies for ALL Students:

Particular resources and strategies that are used during instruction are also allowable for all students with regard to assessments, and therefore are not considered accommodations. These resources and strategies are available for **any student** based on need.

In order to apply one or more of these particular resources and strategies to the testing situation, it is required that a student implements them routinely outside of the testing situation within the core academic content area being assessed.

- Student provided preferential seating
- Student allowed to use headphones or noise buffers to block out distractions
- Student allowed to use lined paper turned sideways to help align math problems
- Student allowed to use a low-tech assistive writing instrument
- Student tested in a small group

## Built-in Online Tools:

- ISTEP+ Part I ELA, Mathematics, Science, and Social Studies

Tool	Description
<b>Available on all Computer-Based Assessments</b>	
Review	A student can use this tool to view the question numbers, which questions he or she has answered and not answered, and which questions he or she has bookmarked for review.
Bookmark	A student can use this tool to bookmark a question for review at a later time.
Answer Eliminator	A student can use this tool to cross out answer choices that he or she has eliminated as possible correct answers. This tool is available for use only on multiple-choice or multiple-select questions.
Highlighter	A student can use this tool to highlight text in a passage or item. The highlighter is activated when a student selects a word or section of text. There are two colors available or the student can choose to remove any existing highlighting.
*Color Contrast	A student can use this tool to change background and foreground colors. The color contrast tool is accessed under the student menu in the upper right corner of the screen.

Line Reader Mask	The line reader mask is a rectangular overlay with adjustable cutout and blocking areas that can allow a student to focus on limited sections of text. It can also be used as a straight edge. The line reader mask tool is accessed under the student menu in the upper right corner of the screen.
*Zoom	Students will use pinch/zoom with iPad and other touch screen devices and browser zoom (Ctrl +/-) with desktop devices for enlarging the text.
<b>Available on Mathematics Computer-Based Assessments (Book II only)</b>	
Calculators	Students in grades 6 through 8 and 10 have a built-in scientific or graphing calculator, depending on grade level, for select sections of the Mathematics assessment.
Mathematics Reference Sheet	Students in grades 4 through 8 and 10 can access a Mathematics reference sheet via the Exhibits window.
Protractor	Students in grade 5 can use a protractor for all sections of the Mathematics assessment.
Rulers	A student can use rulers available in various size measurements to solve related problems in all sections of the Mathematics assessment.

➤ ISTEP+ Part 2 ELA, Mathematics, Science, and Social Studies and IREAD-3

Tool	Description
<b>Available on all Computer-Based Assessments</b>	
Review	A student can use this tool to view the question numbers, which questions he or she has answered and not answered, and which questions he or she has bookmarked for review.
Bookmark	A student can use this tool to bookmark a question for review at a later time.
Answer Eliminator	A student can use this tool to cross out answer choices that he or she has eliminated as possible correct answers. This tool is available for use only on multiple-choice or multiple-select questions.
Highlighter	A student can use this tool to highlight text in a passage or item. The highlighter is activated when a student selects a word or section of text. There are two colors available or the student can choose to remove any existing highlighting.
*Color Contrast	A student can use this tool to change background and foreground colors. The color contrast tool is accessed under the student menu in the upper right corner of the screen.

Line Reader Mask	The line reader mask is a rectangular overlay with adjustable cutout and blocking areas that can allow a student to focus on limited sections of text. It can also be used as a straight edge. The line reader mask tool is accessed under the student menu in the upper right corner of the screen.
*Zoom	Students will use pinch/zoom with iPad and other touch screen devices and browser zoom (Ctrl +/-) with desktop devices for enlarging the text.
<b>Available on Mathematics Computer-Based Assessments (Book I and II)</b>	
Calculators	Students in grades 6 through 8 and 10 have a built-in scientific or graphing calculator, depending on grade level, for select sections of the Mathematics assessment.
Mathematics Reference Sheet	Students in grades 4 through 8 and 10 can access a Mathematics reference sheet via the Exhibits window.
Protractor	Students in grade 5 can use a protractor for all sections of the Mathematics assessment.
Rulers	A student can use rulers available in various size measurements to solve related problems in all sections of the Mathematics assessment.

<b>Mathematics Online Tool</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grades 6-8</b>	<b>Grade 10</b>
Inch Ruler with 1/4" markings	•				
Inch Ruler with 1/8" markings		•	•	•	•
Centimeter Ruler	•				
Centimeter Ruler with millimeter markings		•	•	•	•
Protractor			•		
Scientific Calculator				•	
TI-84 Graphing Calculator (not available on the Experience form)					•

➤ End of Course Assessments (ECA's)

Tool	Description
<b>Available on English 10 and Algebra I Computer-Based Assessments</b>	
Highlighter	When this tool is selected, the pointer changes to a highlighter pen, permitting the student to highlight specific text
Option Eliminator	This tool permits the student to cross out an answer choice, marking it as incorrect
Bookmark	A student can utilize this feature to mark any question for later review
Notepad	A student can utilize this feature to take notes, however all work must be typed into the answer box. Nothing in the Notepad will be stored.
<b>Available on Algebra I Computer-Based Assessments</b>	
Math Reference Sheet	Contains formulas and conversions.
Calculator	Standard calculator with extra functions

➤ WIDA-ACCESS (English Language Proficiency Assessment)

Tool	Description
<b>Available on all Computer-Based Assessments</b>	
Highlighter	Used to mark specific text on the screen with a yellow color
Line guide	Used to guide the student's eyes while reading text on the screen
*Screen magnifier	Used to increase the screen size
Sticky notes	Used to make notes on the Writing test only
*Color contrast	Used to select a variety of background/text color combinations: <ul style="list-style-type: none"> <li>• White with black text</li> <li>• Pink with green text</li> <li>• Yellow with blue text</li> <li>• Light grey with brown text</li> <li>• Orange with blue text</li> <li>• Dark grey with green text</li> <li>• Light green with purple text</li> <li>• Dark green with red text</li> </ul>

*Color Overlay	Used to change the background color that appears behind text, graphics, and response areas. There are five options: ➤ pink, ➤ yellow ➤ blue ➤ green ➤ orange
----------------	---

\* These are available for **any student** based on need.

## Accommodations

### What is an accommodation?

An accommodation is a change in the standardized testing materials or procedures that enables students with a disability or with limited English proficiency to participate in an assessment in a way that measures abilities. An accommodation does not change the concept being measured. Testing accommodations are designed to “level the playing field” during the testing situation or to achieve “assessment parity” for all students regardless of disability or language deficiency. Information regarding accommodations is contained within this appendix. Also, refer to the *Accommodations Resource Guide and Toolkit*, which is located in the “Additional Resources” section of each assessment on the web, for more information.

Students with disabilities, students receiving special education services, and students who are Limited English Proficient (LEP) may be entitled to assessment accommodations. **These accommodations must be documented formally in the student’s educational record in one of the following ways:**

### Students with Disabilities:

#### Public Schools

- **Individualized Education Program (IEP)** – For students with disabilities served under IDEA receiving special education services.
- **Section 504 Plan** – Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA.

#### Nonpublic Schools

- **Service Plan (SP)** – A nonpublic school student with a disability receives special education and related services from the public school in accordance with a **service plan**. A service plan is similar to an IEP, but does not contain all of the components of an IEP.

- **Nonpublic Schools Section 504 Accommodation Plan**

- If a student has a Service Plan (SP), but the SP does not include accommodations, the nonpublic school may develop a Section 504 Accommodation Plan to provide accommodations for the student.
- If the student does not have an ISP, the nonpublic school may develop a Section 504 Accommodation Plan *if the student qualifies as a student with a disability under Section 504.*
- **Choice School Education Plan (CSEP)** – Students whose choice scholarships include special education funds have a Choice School Education Plan (CSEP) that is developed by the nonpublic school per the current rules.
  - The CSEP shall be in writing and, at a minimum, include the following components:
    - (1) Measurable goals;
    - (2) Information on how the student's progress will be monitored and how parents will be informed of the progress;
    - (3) Accommodations that the choice school will provide to the student, including accommodations needed for the student to participate in statewide assessments; and
    - (4) The length, frequency, and duration of the special education and related services to be provided.

## **English Learners\***

- **Individual Learning Plan (ILP)** – The ILP is a specialized plan that includes accommodations for Limited English Proficient students who have been identified on the annual English Language Proficiency Assessment as a Level 1-4 (score on WIDA ACCESS of 1.0 - 4.9) or has been identified on the Placement test as Not Proficient (NP) or Approaching Proficiency (AP). Accommodations for state assessments are permitted for students who are Limited English Proficient at levels 1-4, NP or AP and are located later in this appendix.

**\* Students who are English learners with disabilities and have an IEP or one of the other plans listed above are eligible for both accommodations for students with disabilities and English learners.**

## **Temporary Accommodations**

School corporations may provide testing accommodations to a student with a temporary condition, such as a broken arm, when it prevents the student from participating in the assessment in a manner in which the student would normally participate. If such an instance occurs, the school should draft an **Emergency / Temporary Accommodation Plan under 511 IAC 5-2-4(b)**. This document is kept on file locally and must include a description of what took place, detailing the appropriate accommodation(s). The school is required to notify the student's parents of the planned accommodation(s), and document the accommodation(s) in the student's permanent record.



## Accommodations Charts

The accommodations charts are divided into two sections. **Section 1: Allowable Accommodations for Students with Disabilities** and **Section 2: Allowable Accommodations for English Learners**.

### **I. Allowable Accommodations for Students with Disabilities**

The *Assessment Accommodations* charts which follow provide allowable accommodations a student may use during the required state assessments. For statewide testing, schools are **expected** to utilize built-in resources that are provided for the test administration in order to maintain standardization and adhere to uniform administration procedures and conditions during testing.

***Each accommodation should be one with which the student is familiar and uses on a regular basis in his/her educational program.***

#### **Built-in Online Accommodation Tools:**

##### ➤ **ISTEP+**

- Read Aloud Accommodation – Online “read aloud” accommodations will be provided via embedded audio with each applicable item or instructions

##### ➤ **English I0 and Algebra I**

- Screen Reader – For students with a read-aloud accommodation, a screen reader is available. The screen reader will only read those items that are allowed to be read, and the student can stop the reader at any time.
  - Slider bar – the slider bar can be used to move the location of the Screen Reader.
  - Volume control – the volume control bar can be used to adjust the volume of the Screen
- Large font/Zoom – The large font accommodation enlarges the text on a student’s screen to assist in viewing the questions and answer choice.
- Reverse Contrast – The reverse contrast accommodation displays the text of test questions and answer choices in a black background and white text to assist in viewing the questions and answer choices

##### ➤ **WIDA-ACCESS (English Language Proficiency Assessment)**

- Manual control of item audio – Student may manually start the audio of the pre-recorded human voice that is embedded in certain test items prompts.

***School Test Coordinators and Test Administrators must be familiar with the accommodations listed in a student’s IEP or one of the other plans (listed in the “Student’s with Disabilities” section in this appendix document) and know in advance which accommodations are required by the student.***

The charts below list the approved accommodations for Indiana assessments. Approved Indiana Assessment accommodations are grouped into four categories: Presentation; Setting and Environment; Response Format; and Timing/Scheduling.

## Assessment Accommodations

<b>Presentation</b>	<b>Accommodation</b>
	Student allowed to use special furniture or equipment for viewing test
	Student provided preferential seating
	Student provided access to sound amplification system
	Student allowed to use assistive technology to magnify/enlarge
	Student allowed to use acetate film
	Student permitted to read aloud to him or herself*
	Student provided access to large print version of test*
	Student provided access to own resources (e.g., bold print protractor, real coins, bold/raised line graph paper, bold/raised line writing paper, multiplication chart)*
	Student provided access to a Braille test format*
	Student provided access to an interpreter for sign language*
	Test read aloud to the student (except items testing comprehension)*

\* School Use Only - Requires reporting in the DOE-TL data file, the *Student Information Questionnaire* (SIQ), or *Student Profile* for online testing

## Presentation

### Student allowed to use special furniture or equipment for viewing test

**Guidelines:** Furniture that the student is familiar with should be provided.

**Preparation:** Arrangement of furniture should be planned prior to test administration.

### Student provided preferential seating

**Guidelines:** Even though this is considered a resource or strategy for all students, it still needs to be noted in the IEP for documentation purposes.

**Preparation:** Arrangement of seating should be planned prior to test administration.

### Student provided access to sound amplification system

**Guidelines:** Only test directions can be read, not actual test questions.  
The student may turn the system off during the test session (to reduce distractions).

**Preparation:** Extra batteries may be needed if device fails during assessment.

### Student allowed to use assistive technology to magnify/enlarge\*

**Guidelines:** The actual test book may not be copied or enlarged.

**Preparation:** The student may need to be seated near an electrical outlet.  
In the event that technology does not function properly, a backup plan should be developed prior to the test administration.

\* For ISTEP+ online testing, large font size will display test items in 18-point font. (This is the same size as a large-print paper-and-pencil test book.)

### Student allowed to use acetate film\*

**Guidelines:** The actual test book may not be copied or enlarged.

\*For ISTEP+ online testing, background and font colors can be changed for both questions and answers.

### Student permitted to read aloud to him or herself

**Preparation:** Small group or one-on-one testing should be considered for this test administration. A whisper phone may be used for this accommodation.

### Student provided access to large print version of test\*

<b>Guidelines:</b>	For ISTEP+ Part 1 and Part 2, IREAD-3 and ECAs, paper-and-pencil versions of the assessment are 18-point font.
<b>Preparation:</b>	A larger desk may be needed to accommodate the size of the test books
<b>Implementation:</b>	A script will be included with the Large Print test book. The human reader must follow the script verbatim. The Test Administrator must also follow the <b>Protocol for Administering the Read-Aloud Accommodation with a Human Reader</b> is located later in this appendix.
<b>Follow-up:</b>	Refer to the <i>Test Coordinator's Manual</i> for instructions on returning these materials.

\*For online testing, ISTEP+ Applied Skills, ISTEP+ Multiple-Choice, and IREAD-3 can be enlarged to 18-point font.

### Student provided access to own resources (e.g., bold print protractor, real coins, bold/raised lined graph paper, and bold/raised lined writing paper, multiplication chart)

<b>Guidelines:</b>	The personal resource must be formally documented and cannot provide a student with an unfair advantage. Multiplication charts can be used in lieu of a calculator.
<b>Preparation:</b>	The Corporation Test Coordinator must approve any resource prior to the test session. Each resource must be inspected prior to use to ensure nothing is written of additional benefit or that no other modification to the resource has been made.

### Student provided access to a Braille test format

<b>Guidelines:</b>	Students may respond in Braille or with an AT device. Some Braille may be used in combination with other accommodations.
<b>Preparation:</b>	The Braille version is typically provided in contracted Braille.
<b>Implementation:</b>	A script will be included with the Braille test book. The human reader must follow the script verbatim. The Test Administrator must also follow the <b>Protocol for Administering the Read-Aloud Accommodation with a Human Reader</b> located later in this appendix.
<b>Follow-up:</b>	Refer to the <i>Test Coordinator's Manual</i> for instructions on returning these materials.

## Student provided access to an interpreter for sign language

<b>Guidelines:</b>	Student should be familiar with interpreter. Parents are not allowed to serve as the educational interpreter.
<b>Preparation:</b>	Orders for ISTEP+ Part 1, ISTEP+ Part 2, IREAD-3, and ECA scripts will be placed by the Corporation Test Coordinator (CTC) prior to the test administration.
<b>Implementation:</b>	<p>A script must be ordered ahead of time and the interpreter must follow the script verbatim. The Test Administrator must also follow the <b>Protocol for Administering the Read-Aloud Accommodation with a Human Reader</b> located later in this appendix.</p> <p>Reading comprehension questions may not be signed to the student under any circumstance While the interpreter or proctor may read the questions following the script, the test directions must be provided by a licensed teacher (also the test administrator).</p>

## Test read aloud to the student (except reading comprehension questions)

<b>Guidelines:</b>	<p>For online testing, a <b>screen reader</b> is available for ISTEP+ Part 1, ISTEP+ Part 2, IREAD-3 and all ECAs. When the screen reader is available it must be considered in lieu of a human reader to ensure standardization. Standardization is an essential feature of educational assessments and is <b>necessary to produce comparable information about student learning</b>.</p> <p>In cases where a student requires a read aloud accommodation, but cannot participate in the online assessment and takes the paper-pencil assessment instead, a <b>human reader</b> can be used. A script must be ordered ahead of time and the human reader must follow the script verbatim. The Test Administrator must also follow the <b>Protocol for Administering the Read-Aloud Accommodation with a Human Reader</b> located later in this appendix.</p>
<b>Preparation:</b>	Orders for ISTEP+ Part 1, ISTEP+ Part 2, IREAD-3, and ECA scripts will be ordered by the Corporation Test Coordinator (CTC) prior to the test administration.
<b>Implementation:</b>	Scripts are required when a human reader is providing the read-aloud accommodation. Under no circumstance can the reading comprehension questions be presented orally, nor may any question where oral presentation is noted as being prohibited.

Setting and Environment	Accommodation
	Student provided special lighting conditions
	Student tested in small group setting
	Student tested individually*

\*School Use Only - Requires reporting in the DOE-TL data file, the *Student Information Questionnaire* (SIQ), or *Student Profile* for online testing

## Setting and Environment

### Student provided special lighting conditions

**Preparation:** Seating for the student should be planned prior to the test administration to ensure placement near an electrical outlet.

In the event that technology does not function properly, a backup plan should be developed prior to the test administration.

### Student tested in small group setting

**Guidance:** Even though this is considered a resource or strategy for all students, it still needs to be noted in the IEP for documentation purposes.

**Preparation:** Location for testing should be planned prior to the administration.

### Student tested individually

**Preparation:** Location for testing should be planned prior to the administration.

<b>Response Format</b>	<b>Accommodation</b>
	Student allowed to use alternative indication of response (e.g., circle, point to, or state answer)*
	Student provided access to a scribe for all open-ended items*
	Student allowed to use a calculator during sessions identified as non-calculator sessions*
	Student provided access to a computer or other assistive technology (AT) device*

\*School Use Only - Requires reporting in the DOE-TL data file, the *Student Information Questionnaire* (SIQ), or *Student Profile* for online testing

## Response Format

### Student allowed to use alternative indication of response (i.e., circle, point to, or state answer)

**Guidelines:** Alternative indication of response options are: circle, point to, state, or otherwise indicate answers to multiple-choice, technology-enhanced and/or gridded-response questions.

This accommodation may be indicated for students who have limited hand strength, are non-verbal, or experience lack of control over/expertise with prosthesis.

### Student provided access to a scribe for all open-ended items (e.g., constructed-response, extended-response, short response, and essay)

**Guidelines:** Scribe writes out the answers as dictated by the student.

Assistive technology (AT), rather than a human scribe, should be utilized whenever possible (e.g., a speech-to-text software program).

**Preparation:** Review the instructions found later in this appendix on how to scribe during testing and how technology may be used during the assessment session.

The scribe should be someone who is familiar with the student's vocabulary, spelling and grammar skills.

### Student allowed to use a calculator during sessions identified as non-calculator sessions

**Guidelines:** The student may use either his/her own calculator, one provided by the classroom teacher or the calculator provided in the online test.

The student is required to write out the steps used to solve the problem. Written work must be submitted along with the test book and processed for scoring.

**Preparation:** Refer to the Calculator Policy that lists the electronic devices that are **not** permitted. This policy is included in the *Examiner's Manual* and:

*ISTEP+*: <http://www.doe.in.gov/assessment/istep-grades-3-8> under Additional Resources  
*Algebra I ECA*: <http://www.doe.in.gov/assessment/end-course-assessments-ecas> under Additional Resources

### Student provided access to a computer or other assistive technology (AT) device

**Guidelines:** Review the information under **Use of Assistive Technology** found later in this appendix on how technology may be used during the assessment session.

**Preparation:** Schools should test the functionality of the devices within their technology environment prior to testing. In the event that technology does not function properly, a backup plan should be developed prior to the test administration.

**Follow Up:** Refer to the *Test Coordinator's Manual* for further instructions on Computer Generated Response.

Timing / Scheduling	Accommodation
	Time of day for testing altered
	Student provided additional breaks
	Longer breaks between sessions
	Student provided extended testing time for test sessions*

\*School Use Only - Requires reporting in the DOE-TL data file, the *Student Information Questionnaire* (SIQ), or *Student Profile* for online testing



## Timing / Scheduling

### Time of day for testing altered

- Guidelines:** Test sessions must be given in consecutive order (as outlined in the *Examiner's Manual*).
- For all assessment sessions, once a session has started, it must be completed during the same day.
- Preparation:** This accommodation requires thoughtful scheduling of test sessions.

### Student provided additional breaks

- Guidelines:** Test sessions must be given in consecutive order (as outlined in the *Examiner's Manual*).
- Additional breaks can only occur at the end of a test session (a test session cannot be interrupted).
- Preparation:** Additional breaks must be planned for prior to the start of the test session.
- This accommodation will require thoughtful scheduling of test sessions.

### Longer breaks between test sessions

- Guidelines:** Test sessions must be given in consecutive order (as outlined in the *Examiner's Manual*).
- This accommodation may only occur at the end of a test session.
- For all assessment sessions, once a test session has started, extended time is added on to the existing session and must be completed before the end of the day.
- Preparation:** This accommodation requires planning and collaboration to ensure that all other administration requirements for the assessment are met (e.g., the order of the test sessions is not altered, natural pauses in sessions are considered, etc.).

### Student provided extended testing time for test sessions

- Guidelines:** A time limit should be set for the student (e.g., time and 1/2) and documented formally in the student's educational record. Unlimited time is not allowed.
- A test session cannot be extended beyond an instructional day.

**Implementation:** To provide “extended time”, minutes must be added to the current test session. (It is important to note that “extended time” does not represent an opportunity for the student to complete the current test session later that same school day.)

## **2. Allowable Accommodations for English Learners (ISTEP+ and ECAs)**

The *Assessment Accommodations* charts which follow provide allowable accommodations a student may use during the required state assessments. For statewide testing, schools are **expected** to utilize built-in resources that are provided for the test administration in order to maintain standardization and adhere to uniform administration procedures and conditions during testing.

***Each accommodation should be one with which the student is familiar and uses on a regular basis in his/her educational program.***

Accommodations are permitted for any student who is LEP (Levels 1-4). Additionally, English learners with disabilities are entitled to accommodations listed for students with disabilities.

***School Test Coordinators and Test Administrators must be familiar with the student’s ILP plan and know in advance which accommodations are required by the student.***

The charts below list the approved accommodations for Indiana assessments. If a student uses an accommodation on a state assessment that requires reporting in the DOE-TL data file or on the Student Information Questionnaire (SIQ) or Student Profile for online testing it is noted in the right column.

Approved Indiana Assessment accommodations are grouped into four categories: Presentation; Setting and Environment; Response Format; and Timing/Scheduling.

For newly arrived LEP students in their first year of U.S. schooling, for **one time only**, the annual English Language Proficiency assessment may be substituted for the English/Language Arts portion of the ISTEP+ assessment utilizing Federal Flexibility (see *Chapter 10: Testing Policies, Administration, and Security*).

### **Assessment Accommodations**

<b>Presentation</b>	<b>Accommodation</b>
	Test read aloud to the student (except items testing comprehension)*

\*School Use Only - Requires reporting in the DOE-TL data file, the *Student Information Questionnaire* (SIQ), or *Student Profile* for online testing

## Presentation

### Test read aloud to the student (except reading comprehension questions)

**Guidelines:** For online testing, a **screen reader** is available for ISTEP+ Part 1, ISTEP+ Part 2, IREAD-3 and all ECAs. When the screen reader is available it must be considered in lieu of a human reader to ensure standardization. Standardization is an essential feature of educational assessments and is **necessary to produce comparable information about student learning**.

In cases where a student requires a read aloud accommodation, but cannot participate in the online assessment and takes the paper-pencil assessment instead, a **human reader** can be used. A script must be ordered ahead of time and the human reader must follow the script verbatim. The Test Administrator must also follow the **Protocol for Administering the Read-Aloud Accommodation with a Human Reader** located later in this appendix.

**Preparation:** Orders for ISTEP+ Part 1, ISTEP+ Part 2, IREAD-3 and ECA scripts will be ordered by the Corporation Test Coordinator (CTC) prior to the test administration.

**Implementation:** Scripts are required when a human reader is providing the read-aloud accommodation. Under no circumstance can the reading comprehension questions be presented orally, nor may any question where oral presentation is noted as being prohibited.

Setting and Environment	Accommodation
	Student tested in small group setting
	Student tested individually*

\*School Use Only - Requires reporting in the DOE-TL data file, the *Student Information Questionnaire* (SIQ), or *Student Profile* for online testing

## Setting and Environment

### Student tested in small group setting

**Preparation:** Location for testing should be planned prior to the administration.

### Student tested individually

**Preparation:** Location for testing should be planned prior to the administration.

Response Format	Accommodation
	Student allowed to use an approved, bilingual word-to-word dictionary*

\*School Use Only - Requires reporting in the DOE-TL data file, the *Student Information Questionnaire* (SIQ), or *Student Profile* for online testing

## Response Format

### Student allowed to use an approved, bilingual word-to-word dictionary

**Guidelines:** This is an accommodation that may only be used with students who are LEP (Levels 1-4). Only dictionaries or electronic translators that include word-to-word translations are allowed.

**Preparation:** A list of approved bilingual word-to-word dictionaries may be found in *Appendix I* of the *Indiana Assessment Program Manual*.

Dictionaries that include definitions or pictures are not allowed. The dictionary should not be used for the first time during testing and students should be familiar with the dictionary they will use on the test.

Timing / Scheduling	Accommodation
	Time of day for testing altered
	Student provided additional breaks
	Longer breaks between sessions
	Student provided extended testing time for test sessions*

\*School Use Only - Requires reporting in the DOE-TL data file, the *Student Information Questionnaire* (SIQ), or *Student Profile* for online testing

## Timing / Scheduling

### Time of day for testing altered

**Guidelines:** Test sessions must be given in consecutive order (as outlined in the *Examiner's Manual*).

For all assessment sessions, once a session has started, it must be completed during that same day.

**Preparation:** This accommodation will require thoughtful scheduling of test sessions.

### Student provided additional breaks

**Guidelines:** Test sessions must be given in consecutive order (as outlined in the *Examiner's Manual*).

Additional breaks can only occur at the end of a test session (a test session cannot be interrupted).

**Preparation:** Additional breaks must be planned for prior to the start of the test session.

This accommodation will require thoughtful scheduling of test sessions.

## Longer breaks between test sessions

<b>Guidelines:</b>	<p>Test sessions must be given in consecutive order (as outlined in the <i>Examiner's Manual</i>).</p> <p>This accommodation may only occur at the end of a test session.</p> <p>For all assessment sessions, once a test session has started, extended time is added on to the existing session and must be completed before the end of the day.</p>
<b>Preparation:</b>	<p>This accommodation requires planning and collaboration to ensure that all other administration requirements for the assessment are met (e.g., the order of the test sessions is not altered, natural pauses in sessions are considered, etc.).</p>

## Student provided extended testing time for test sessions

<b>Guidelines:</b>	<p>A time limit should be set for the student (e.g., time and 1/2) and documented formally in the student's educational record. Unlimited time is not allowed.</p> <p>A test session cannot be extended beyond an instructional day.</p>
<b>Implementation:</b>	<p>To provide "extended time", minutes must be added to the current test session. (It is important to note that "extended time" does not represent an opportunity for the student to complete the current test session later that same school day.)</p>

## Prohibited Accommodations

The following accommodations are **not allowed for any students at any time:**

### Presentation

- Reduce the complexity of the language in the directions or test items
- Use of visual cues or color-coded prompts
- Assessment administered in a language other than English

### Timing/Scheduling

- Unlimited time given for each test section
- Sessions extended beyond an instructional day
- Return to a prior test session after conclusion of that session

## **Will the results of tests taken with accommodations (including students with disabilities and students who are Limited English Proficient) be included in aggregate assessment results?**

Yes. One significant issue to be addressed by educators is the individualized determination of each student's necessary accommodations and the effect or impact of those accommodations on test results. Assessment accommodations may have a different impact on the general validity of the assessment depending upon, among other things, whether the test is referenced to national norms or specific educational criteria. For this reason, allowable accommodations, when applied during the assessment, must be documented in the barcode data file or indicated on the *Student Information Questionnaire (SIQ)* to aid in the disaggregation of state and local data.

The results of required state and local assessments are reported annually according to the following categories:

1. All students tested.
2. General education students who tested with a permissible accommodation(s).
3. General education students who tested without accommodation(s).
4. Special education students who tested with a permissible accommodation(s).
5. Special education students who tested without accommodation(s).
6. Limited English Proficient students who tested with a permissible accommodation(s).
7. Limited English Proficient students who tested without accommodation(s).

## ***Use of a Scribe***

### **How may a scribe be used?**

Scribing is an accommodation used with students who are unable to provide written answers for class work, and therefore, in the test book. When a student's educational plan indicates that a response is to be scribed, the test administration must be conducted one-on-one so as not to interfere with the standardized testing of other students.

In lieu of using a human scribe, several speech-to-text software programs exist that could be used to record the student's response<sup>1</sup>. A student should use assistive technology (AT) devices in a testing situation only if the student uses the device(s) in the classroom and is able to independently use the accommodation. If the AT device is not conducive to an individual student's needs, a human scribe can be used, given time to practice prior to entering the testing session.

The scribe should be familiar with the student's vocabulary, spelling and grammar skills. Unless the student is also eligible to have the assessments read, the student must read the test directions, questions, and response options on his or her own.

The directions below outline the procedure for using a scribe:

---

<sup>1</sup> The use of a software program to transfer the student's spoken words to text would need certain assurances and parameters in place. Those restrictions are explained in detail under the question: *When and how much technology can be used during the administration of required state assessments?*

1. For multiple-choice, technology-enhanced, or gridded-response items, the student must point to (or otherwise indicate) the desired response option (i.e., eye gaze, head pointer, etc.).
2. Once the student makes his/her selection, the scribe will mark the indicated answer choice and have the student check for accuracy.
3. For constructed-response, extended-response, or essay items, the student may dictate the answer to the scribe. The scribe, in return, records the response one of two ways:
  - a. writes the answer while prompting for spelling when uncertain as to whether a word is within the student's vocabulary or spelling skill level; or
  - b. types the student's response onto a computer (with spell check and grammar check disabled) while the student watches on the screen.

In either scenario, the student must review what the scribe has written to ensure accuracy and approval before advancing to the next question.

4. The scribe may not coach or correct the student on:
  - a. the meaning of a word,
  - b. the spelling of a word, or
  - c. the punctuation of a sentence.
5. Capitalization or punctuation should not be included in the written responses unless instructed to do so by the student.
6. Every time the student pauses, the scribe should begin writing on a new line. No presumption should be made as to whether the pause is indicative of a comma or other mark of punctuation unless so instructed by the student.
7. When the student has finished dictating, the written text is presented to the student for review. The student can indicate any necessary punctuation or capitalization. The student may also instruct the scribe to make other changes or additions (such as moving a sentence into another paragraph, adding an additional word or phrase, or correcting a spelling error).
8. Each scribed response should begin with the word "Scribe" in the response field.

## ***Use of a Human Reader***

### **What is the policy on a Human Reader for the Read-Aloud Accommodation?**

For statewide testing, schools are **expected** to utilize resource(s) that are provided for the test administration in order to maintain standardization and adhere to uniform administration procedures and conditions during an assessment.

The Read-Aloud accommodation for statewide testing should only be available to students who truly need it. This accommodation is sometimes over-used when it is provided to every students with poor reading skills, including those who can decode but have poor comprehension skills and those who simply have not been taught decode skills.



## **Protocol for Administering the Read-Aloud Accommodation with a Human Reader**

***Scripts are required when a human reader is providing the read-aloud accommodation. A script must be ordered ahead of time and the human reader must follow the script verbatim. (Note: Audio CDs are no longer available.)***

***Under no circumstance can the reading comprehension questions be presented orally, nor may any question where oral presentation is noted as bring prohibited.***

### **All Subject Areas**

- This accommodation can be administered one on one or to a small group of students, provided that each student has this accommodation listed in the *IEP* or one of the other plans listed on pages 5-6. Ideally, the test administrator/proctor will have worked with the student previously.
- The test administrator/proctor must read the script word for word, exactly as written, using a neutral tone and no detectable changes in inflection.
- The test administrator/proctor administering the read-aloud accommodation should be attentive when reading the script so students are not inadvertently clued to a correct response or a response option is eliminated.
- The test administrator/proctor may reread the directions, questions, and response options at the student's request **only**.
- The test administrator/proctor may review the script no more than the day before administering the read-aloud accommodation to ensure proper administration.

Test administrators must review the ***Indiana Testing Security and Integrity Agreement*** (located in Appendix A of the Indiana Assessment Program Manual: <http://www.doe.in.gov/assessment>) before administering the read-aloud accommodation.

### **Use of Assistive Technology**

#### **When and how much assistive technology may be used during the administration of required state assessments (other than online testing)?**

Access to technology may be provided for those students with a documented need when the student uses that technology on a regular basis within his/her educational program (including testing situations). Due to test security and the technological literacy of students, there are many parameters that must be followed when using technology devices during testing situations.

- The test administrator, proctor, and School Test Coordinator must be aware of any technology-based accommodations.
- Extra batteries and back-up equipment, when possible, should be prepared prior to the start of the test session.
- Separate testing rooms for students taking the required state assessment with the aid of technology may need to be arranged.

## **What are the requirements when using technology (other than online testing) during the administration of state assessments?**

1. The computers used must be disabled from any network or internet connection, including connections to any type of electronic distribution access, such as electronic mail, during the testing situation.
2. The test coordinator or proctor must be able to see the monitor or screen of the device being used at all times.
3. The software used with the technology device must have the spell check, grammar check, the thesaurus and any other tool functions disabled.
4. The software used with the technology device must have the capacity to either be password coded or have the student locked out from the help functions throughout the assessment.
5. For Computer-Generated Responses, “NSR” (non-standard response) must be written in the corresponding response field in the student’s assessment book. For ISTEP+ Part I, the “CGR” bubble must also be marked on the student data grid. Student answers must be printed at the end of the test session and may not be saved electronically; hard copies should be placed into the student’s test book inside the back cover. The School Test Coordinator must also keep a hard copy of the student response at the local level. Refer to the *Test Coordinator’s Manual* for more details.
6. At the conclusion of the test sessions each day, the device must be examined to ensure that none of the test components or the student’s responses are stored on the device. In addition, a hard copy of the student’s responses must be made and filed, as outlined in the *Test Coordinator’s Manual*.

## **What resources are available to help determine the use of Assistive technology?**

The **PATINS Project** (<http://www.patinsproject.com/>) is a state-wide technical assistance network for the provision of assistive/accessible technology for assisting local educational agencies in the utilization and creation of accessible learning environments and instructional materials.